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BULLETIN

OF

The Woman's College of Baltimore

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THE students who try to enter College and find that the preparation they offer is not regarded as adequate by the college authorities are apt to feel that the entrance requirements are unnecessarily severe in themselves and are administered with needless severity. Preparatory school teachers who have tried in vain to cover the ground demanded by some particular institution have been known to share in this opinion and sometimes with good reason. Such conflicts of opinion are probably inevitable so long as colleges and preparatory schools continue to exist, but one of the hopeful signs of the times is the desire on the part of the strong colleges to treat the whole question of transfer from school to college on a broad common-sense basis. It is doubtful whether any preparatory teacher can ask for a more liberal attitude than that set forth in the following quotations :

“CONSIDERATIONS of public duty have an important bearing in determining what we shall require for entrance to our undergraduate courses.

The whole question of entrance requirements is often discussed as though these were things which the college had a right to fix for itself. This is an error. There is a great difference in this matter between the position of a public institution, such as we think Yale to be, and a purely private one. If a man keeps a private school he can make any rules which he pleases regarding the admission of his pupils. If we think these rules are arbitrary or whimsical we may question their wisdom, but we can never for a moment question his right to make them. The case is different with a public institution. If a place like Yale, honored by the presence of the highest officers of the commonwealth in its corporation, and exempt by law from many of the taxes which are paid by others, should choose to make its rules arbitrary, the public would have a grievance. It would say, and say justly, that Yale had exceeded its rights.

Yale is charged with the public duty of educating a large number of boys who, having reached the age of seventeen or eighteen years, and having

acquired the freedom which naturally goes with that age, desire to spend time in the acquisition of general culture and broad points of view before narrowing themselves down to the work of the office or the shop. She will err if she makes her requirements so lax as to encourage the coming of idlers, who will waste their own time and interfere with the seriousness of purpose of their fellows. But she will also err in the opposite direction if for her own convenience she makes those requirements so narrow that hard-working boys in the high schools and academies of different parts of the country cannot get the teaching which is needed in order to enable them to enter Yale.

It is wrong to say that whatever Yale requires the schools will furnish. Some schools doubtless will; others will not. If the Yale requirements should get so far out of the line of work furnished by the better kind of high schools in the country that we could not expect to get boys from those schools, we should soon become a local institution. Yale would be a school for boys of one kind of antecedents, instead of for boys of all kinds of antecedents; and as soon as it became a school for boys of one kind of antecedents only, it would lose its value as a broadening influence to its students and as a factor in the life of the whole nation.

Our policy with regard to entrance requirements is thus governed by two separate considerations; our duty to ourselves of not admitting boys except those who are able to do the kind of work which will be required of them, and our duty to the public of admitting all kinds of boys who can do this, on as equal terms as possible."—*President Hadley of Yale, Annual Report to Corporation and Alumni.*

“WE are engaged in a common work, with the same students, only at different stages. Our efforts meet at the entrance examinations. The change on leaving school and entering college,—which on the whole, unless our American college is a mistake, is an advantage for the student—should take place with as little friction and dislocation as possible. Therefore teachers in the schools need to know as fully as possible what the college desires in the way of preparation, and college examiners need to know as fully as possible what the teachers think both desirable and attainable under the conditions that are beyond our control. It is with such ideas in mind that the committee send herewith a summary of the reports of our readers, as a starting point for any criticisms and suggestions which you are willing to make.”—*From address sent to teachers preparing boys for Yale by The Committee on Admissions.*

“IN my last report I noted that Harvard University had become a member of the College Entrance Examination Board. Last year the advantage of membership to Harvard College was nearly or quite lost because, in two

important departments, Harvard College had not then accepted the examinations of the Board. As the Secretary of the Faculty, Mr. John Goddard Hart, has pointed out, the ways of admission to Harvard College have become numerous and complicated. A process which shall result in a standard equally high, but less elaborate, is much to be desired. The Harvard examination papers are prepared with no end of labor, and, contrary to what has been publicly asserted about them, they are designed (beyond all other papers I have seen) to test not so much what the student has done as what he can do. Yet these papers have made access to Harvard College unfortunately difficult to many of the persons who most need Harvard College and are most needed by it—the ablest young men in the public high schools which cannot maintain separate instruction to fit boys for Harvard examinations; and when the College Entrance Examination Board achieved something like uniform requirements for most colleges throughout the country, the Harvard scheme, in spite of its varied options, seemed to teachers and pupils more remote than ever. A large number of enterprising boys from places where Harvard influence is small, have worked their way to Harvard College and have not regretted their effort. A larger number must have been dissuaded by teachers, by parents, and by their own doubts of success. For these latter students the complete adoption, as one method of admission to Harvard College, of the examinations offered by the College Entrance Examination Board will do much, and will do it without danger to Harvard standards. In admission examinations the final question should always be, “Does this young man, from what we know through his teachers and from his total performance at the examinations, show fitness to profit by the teaching of our college?” On such a question the papers of the College Entrance Examination Board can throw almost or quite as much light as the Harvard papers themselves. More light, indeed, if the school that the boy has attended gives instruction in the requirements of the Board, and does not give instruction in what have been the exclusive requirements of Harvard College.

Examination papers, especially in a college with a highly developed elective system, need constant protection against the specialist who makes them, and who is prone to forget that the persons for whom they are made are not, and are not likely to become, specialists in his department. In Harvard College the check applied to the specialist has been not merely the occasional indignation of schoolmasters, but the constantly outspoken criticism of each paper by the authors of the other papers. The Secretary of the Faculty suggests that a further check might well be applied in the separation of the Committee on Admission Examinations from the Committee on Admission, or rather, in the creation of a new Committee on Admission. He suggests that the Committee on Admission Examinations end its work with the read-

ing of the examination books in the several departments, and that the Committee on Admission then consider, as the Committee on Admission Examinations now tries to do, the total record of each candidate; that the members of the new committee,—not primarily specialists,—consider every candidate's total achievement in the light of his opportunity, of his record elsewhere, and, if his case seems doubtful, in the light also of the personal impression that he makes when met face to face. In other words, the new committee would do on a larger scale what the Dean has long done on a smaller one. Without authority to change a single examination mark, it would have, during good behavior, absolute authority to admit or reject a candidate. Moreover, its attitude would be hospitable; it would look toward reasons for admitting the candidate rather than reasons for keeping him out.

The chief fault in schemes of admission requirements is their complication. It used to be said that any boy who could understand the Harvard scheme of admission examinations ought to be admitted; and the remark is equally applicable to the requirements of the College Entrance Examination Board. The difficulty of uniting a variety of schools and colleges (each with its hobby) in a simple scheme for examinations is much like the difficulty of uniting the Faculty of Arts and Sciences in a simple scheme for anything. In this matter, to reach a simplifying end by a complicating means, inappropriate as it is, seems necessary. The College Entrance Examination Board has done and is doing great service to school and college alike; and as it grows stronger, its requirements may and should become simple."—*From Annual Report of Dean Briggs of Harvard College.*

ART IN BALTIMORE.

WHEN the founders of the Woman's College established this institution in the City of Baltimore rather than on a campus outside the city, they considered the important cultural influences of music and art which a large city alone can afford. Baltimore is a city of monuments, impressive public edifices, churches, old colonial mansions, art galleries and a growing art trade, and is within easy reach of the art treasures of the national capital, Washington. Its advantages are therefore unique, and are constantly growing more important and influential. At the present moment any statement concerning art in Baltimore must be of purely relative value, since the city is in a state of transition. The completion of the new Walters Gallery, and of the Maryland Institute, will radically change the conditions, placing Baltimore in the front rank of art-loving American cities. I must be satisfied to refer to present conditions.

Among the several art galleries, public or semi-public, the Walters Gallery of paintings, miniatures, and ceramics, bears a national reputation for the

quality of its treasures. The collection was begun by Mr. W. T. Walters and continued by his son, the present owner of the collection. Visitors to the gallery, which was formerly open to the public on certain days during the winter, remember the delightful air of comfort and refinement of the gallery, the homogeneousness of the paintings, the absence of the trivial and trashy, the high standard of the collector. The painters represented belong almost exclusively to the nineteenth century; but within that period present a broad range. The masters of the modern French school, Delacroix and Delaroche, should properly be mentioned first. They lead up to the great landscapists of the latter part of the century, the masters of the Barbizon school—Millet, Rousseau, Corot, Troyon, some of whom Mr. Walters knew personally and from whom he secured unique works. Millet is represented by the dreamy moonlit "Sheepfold," the woman "Breaking Flax," the "Potato Harvest," and some original sketches. Rousseau's "Winter Solitude" is of sombre grandeur. But one of the favorites is Corot; poetic, delicate and lyric in his works. Those acquainted with his "Dance of the Nymphs" will find him again in the "Evening Star," but perhaps fail to recognize him in the "St. Sebastian." Troyon, Van Marcke and Rosa Bonheur are represented by excellent cattle pieces.

The school of colorists is represented by such names as Fortuny, Madrazo, Villegas, Rico. Every one of the Fortunys is a little masterpiece of color composition and technical perfection. The student of art will tarry with pleasure over such gems as the "Rare Vase" and "The Ecclesiastic," or the mysterious "Snake-charmer." The student of schools will be interested to contrast Ziem's "Venice" with Rico's.

The influence of the Dutch and Flemish painters may be observed in Alma Tadema, Leys and Meissonier. Alma Tadema's "Sappho" is one of the conspicuous canvases in the gallery, through its subject matter as well as its conception. The technique of Alma Tadema, especially in rendering the texture and color of marble, is of rare perfection, the blending and contrasting of colors most pleasing, the scene in the marble amphitheater overlooking the deep blue Mediterranean is as poetic as poesy itself. Ley's "The Edict of Charles V." reflects more closely the old Dutch and Flemish perfection in realistic portraiture and rendering of textures, the pride of the miniature-like Van Eycks and their followers. Meissonier, thoroughly French in his subjects as well as in his feeling, nevertheless trained himself through the study of the Dutch masters into his almost microscopic truth to actuality. He is represented both in his reminiscent style of the Cavalier of bygone days—"The Jovial Trooper"—and in his Napoleonic period—"1814."

It would go too far to speak of all the masters represented, but reference should be made to Bonnat's realistic portrait of W. T. Walters, to Henner's

little masterpieces, to Jules Breton in his well known subjects, to De Neuville's spirited "Attack at Early Dawn," Dagnan-Bouveret's realistic genre in "An Accident." Munkacsy is represented by one canvas, Turner by one, Joseph Israels by a charming water color, and some of the earlier schools by Cabanel, Knaus, Muller, Rotta and others. This account makes no claim on being complete.

The lover of ceramics will find a wonderful collection of Oriental pottery, lately catalogued in an elaborate illustrated book, printed privately at the expense of Mr. H. Walters.

At present the collection is closed to the public, to be thrown open again next fall, in the new building, which is designed to receive not only this rare collection, but also the Masserenti collection, bought by Mr. H. Walters in Italy and brought to this country. It is composed chiefly of paintings and statuary of the Renaissance epoch, but no definite data are available at this time. It may be surmised, however, that the collection will be representative of those periods of art not as yet represented in the gallery, thus illustrating the history of painting from the Renaissance to the present day, and affording a rare opportunity for study to the one interested in art history.

Next to Mr. Walters' gallery that of Dr. George Reuling, 103 West Monument Street, is the most interesting, and one, fortunately, at all times accessible to the students of the College through Dr. Reuling's courtesy. It comprises almost exclusively masters of the older schools. Among the Italians is a Veronese, a Carlo Maratti, a Masaccio, an Andrea del Sarto of great beauty, and "Leda and the Swan," by Guido Reni. Among the Netherlanders I mention a Jan Van Eyck (Head), Goyen, Frans Hals, several interesting Rubens, Hundekoeter, Jan Steen, Mabuse, Brueghel, Rogier Van der Weyden, Lucas Cranach's "Death of the Virgin;" and among the Germans a "Holy Family," by Durer. The "Ecce Homo," by Quentin Matsys, is a masterpiece of realism. As Dr. Reuling's interest as a collector is not confined to paintings, the visitor will find a rare assemblage of Bourbonic and Napoleonic furniture, carved wooden chests and curios of artistic merit.

The Peabody Gallery, Mount Vernon Place, contains little of interest in painting. Its collection of plaster casts, while inadequately housed and quite incomplete, is valuable for the student of art. The Rinehard marbles are, of course, unique.

The Art Gallery of the Maryland Historical Society is also almost constantly accessible to the public. It contains copies from old masters and some originals. The catalogue of 1904 contains 482 numbers, and shows a broad range of masters and subjects.

Equally interesting to the student of art are the architectural features of Baltimore. Among the public buildings I mention the Court House, planned

by Wyatt and Nolting, and decorated by Blashfield and C. Y. Turner, and the new United States Custom House, of imposing architectural character. In church architecture Baltimore affords as much variety and as little consistency as other American cities. But there are some edifices of distinguished merit. The campanile of the First Church, adjoining the Woman's College, is the characteristic landmark of the city, and First Church and chapel are impressive in their simplicity, strength and beauty. Interesting also are the Cathedral, the Corpus Christi Church, the First Presbyterian Church, with its lofty spire; the small but exquisite Grace Episcopal Church, and finally old St. Paul's, recently renovated. On the whole there is a preference for the Gothic and Byzantine, with only one important Romanesque example.

Wandering through the older part of the city, especially in the section below Mount Vernon Place, one may happen here and there upon an old Colonial door-way and front. Some of the Colonial mansions are still preserved, as in the neighborhood of Franklin and Cathedral Streets. The best example of Colonial architecture is situated, however, in the immediate neighborhood of the College, on the new Johns Hopkins site. It is "Homewood," the old Carroll mansion, of which Sonderholz, in his *Specimens of Colonial Architecture*, gives not less than fifteen plates, representing the exquisite carving of the interior woodwork, the Colonial doors, fireplaces, windows, ceilings and porches. Finally, it is well to include a visit to the ancient city of Annapolis, where the spirit of the past seems to have lingered longer than elsewhere, and where Carvel Hall and other Colonial mansions present their old dignified and self-conscious appearance.

Baltimore is termed the City of Monuments. Of late it has added some significant monuments to those which gave the city its surname. Among these I mention especially the Confederate Monument and the equestrian statue to John Eager Howard.

It may be said that the City of Baltimore offers much to inspire and instruct the lover of things beautiful, and that its art treasures are bound to exercise an incalculable educational and cultural influence upon its citizens.

HANS FROELICHER.

WHAT HAS THE COLLEGE A RIGHT TO EXPECT FROM THE PREPARATORY SCHOOL COURSE IN HISTORY?

ONE of the most significant phases of the present educational movement in this country is the organized discussion of the relation between the college or university and the preparatory school. This effort at co-ordination has taken the form of sectional conferences at regular intervals for the consideration of the conditions that tend to promote or to interfere with the

desirable unity of the educational scheme, and the further differentiation of these associations of colleges and preparatory schools into smaller groups composed of the teachers of the various subjects required for admission to college.

In no subject has the awakening of interest been more marked than in history. The importance of history as a subject for study in all schools, and especially in those that prepare for college, would seem to be obvious, but nevertheless it has been the common practice of many schools to reduce the time devoted to history to the minimum, and to offer either one course upon the history of a single country, *e. g.*, the United States or England, or several short, hasty courses upon two or three fields, or to condense into a single indigestible course the history of all time. It has been said that, as a result of the Madison Conference (1892) of the Committee of Ten of the National Educational Association, and of the work of the Committee of Seven of the American Historical Association (1899), "History has come into her heritage."

The limits of the present article do not admit of a detailed analysis of the results of these discussions and conference reports. There is by no means a consensus of opinion upon many mooted questions, but there is reasonable agreement upon several points. For example, it is generally held that in most secondary schools too little time in the curriculum is devoted to history, and that, ideally, the course should extend over four years. Second, that the time devoted to a single field should approximate five periods per week for one year. The entrance requirements of most colleges now assume a course of this length in their valuation of one point. Third, that a one-year course in "general history" is not to be recommended, because such a course involves one of two methods of treatment that are equally unsound in theory and unprofitable in results. Either a vast array of facts, names, dates and events must be hurried in rapid succession before the pupil's mind and almost literally swallowed without time for assimilation—a process which darkens the imagination and deadens interest—or, in the effort to avoid cramming with mere facts, immature pupils are forced to wrestle with great problems and philosophical theories, and to accept blindly or even to work out for themselves broad generalizations involving mature processes of analysis and synthesis for which they have no adequate foundation of previous mental training nor sufficient data for comparison and deduction. Accordingly, while it is highly desirable that the pupil should have, sometime in his career, a comprehensive course in history which should clarify rather than confuse his conception of chronological sequence and the logical relation of cause and effect, it is almost unanimously agreed that only a proper extension of such a course over a reasonable length of time, preferably four years, can accomplish

the desired results. There is, however, no agreement as yet as to the exact order in which preparatory school courses are best presented ; that is one of the many problems now under discussion by history teachers' associations throughout the country. Fourth, there is evident need of improvement in methods of teaching. The improvement in text-books and the accumulation of what may with some appropriateness be called *impedimenta*, in the shape of source-books, bibliographies and illustrative material, has done much to quicken the pulses of the most superannuated of teachers ; but, on the other hand, it has offered an almost intoxicating stimulus to the fledgling Ph. D., who steps enthusiastically from the university seminar into the provincial academy with the laudable ambition of awakening them that sleep. What is needed is the golden mean—rational methods adapted to the psychic development of the pupils. Fifth, improvement in method obviously involves better trained teachers, competent to deal intelligently with the new educational conditions and to co-operate in the efforts to bring about a better understanding between the colleges and the preparatory schools.

This ideal relationship between the college professor who fixes the standard and prepares the examinations and the preparatory school teacher who must fulfill these requirements can be established only by the mutual desire for an *entente cordiale* and by the patient study of each other's point of view. The North Central History Teachers' Association recently discussed this very subject, which was stated in this form : "What has the college professor of history a right to expect from the high school course in history?" Four college professors and four high school teachers expressed their views. The aggregate of desirable qualifications of the college freshman as compiled from the report of this conference would seem to be somewhat formidable—in the opinion of the conservative, an extreme requirement. In the judgment of the writer, if there be any consensus of opinion, it might be expressed somewhat as follows :

The preparatory course should aim to furnish the pupil in an elementary way with three sorts of equipment : *information*, *mental training* and *technique*.

1. Under the first head, the college professor may reasonably expect students who enter college to have made a thorough study of at least one field of history. If only one point is offered it should be, preferably, American history and civil government, or ancient history ; while if the curriculum of the preparatory school has enabled the candidate to pursue other full point courses, so much the better. In the given field the pupil should have at his command a reasonable amount of definite and accurate information about the undisputed facts, and a few dates about which to group his facts. A teacher likes to feel that he can count upon a fair stock of information on which he can draw for illustrative material as he leads his pupil from the concrete to

the abstract. Furthermore, the college professor should not be expected to take the time to teach elementary geography, but he is often embarrassed and dismayed by the appalling ignorance of geography displayed by his students.

2. The kind and quality of mental training to be looked for in a freshman is not easily gauged, but it should bear some relation to the age of the average student and the physical and psychical development normal at that age. We ought not to look for old heads on young shoulders, and it should be borne in mind that in school-boys and girls the powers of observation, memory and imagination are more active and that the powers of analysis and synthesis are latent rather than normally active. Therefore it would seem logical to lay most emphasis upon the concrete and leave the training of the critical faculties, except in a tentative and elementary way, to the collegiate stage of education.

3. In all trades and arts the apprentice is expected as a matter of course to master certain technicalities before he enters into the rank of journeyman or of master-workman. A high school pupil must bring with him some skill in the use of the simple tools of his craft—the text-book, the atlas, the dictionary; he should know how to make maps and keep a note-book neatly and accurately. A brief amount of collateral reading with practice in making abstracts is desirable if time permits.

The writer believes that these are not unreasonable demands and that, if freshmen enter college with an intelligent and lively comprehension of the history of one people or one period rather than a vague memory of unrelated facts and a confused jumble of kaleidoscopic bits of information covering several thousand years of time, their attitude towards the study of history will be less hostile and their college teachers will be less handicapped by indifference towards the subject and by the lack of a foundation upon which to build the superstructure of advanced study and research.

ELEANOR L. LORD.

SCHOLARSHIPS AND FELLOWSHIPS.

THE two Woman's College Fellowships, each of the cash value of \$500, entitling the holder to one year's graduate work in this country or abroad, have been awarded by the Board of Control, as follows:

The Alumnae Fellowship has been awarded to Miss Margaret Shove Morriss, of Baltimore, Md. Miss Morriss, who was a member of the Class of 1904, has spent the last two years as a graduate student in English and History at Bryn Mawr College. She is engaged upon a work on *The History of Maryland as a Royal Province from 1689-1715*, and expects to spend next year in research work in London at the British Museum and the Public Record Office.

The Senior Fellowship has been awarded to Miss Ethel Nicholson Browne, of Baltimore, Md. Miss Browne intends to take up graduate work in Biology at Columbia University, New York.

Three Scholarships in Biology, entitling the holder to the privileges of the National Marine Biological Laboratory at Woods Hole, Mass., during the summer, have been awarded as follows:

Miss Ethel Nicholson Browne, Baltimore, Md.

Miss Elizabeth Ingle Gatch, Baltimore, Md.

Miss Margaret Alger Hayden, Raleigh, N. C.

A Scholarship in Biology, entitling the holder to the privileges of the Biological Laboratory at Cold Spring Harbor, during the summer, has been awarded to Miss Kate Nowlin, Baltimore, Md.

A lady belonging to the Woman's Christian Temperance Union has given a prize of \$50 to be awarded for the best essay on temperance. This prize has been awarded by the Committee to Miss Laura J. Cairnes.

Fellowship of the Alumnæ Association.

The Alumnæ Association of the College has given a very gratifying illustration of its interest in this institution. Through its officers it has notified the College authorities of its intention to maintain an annual Fellowship for graduate study. The conditions under which the Fellowship is to be awarded are now under discussion and will be announced in a later issue of the BULLETIN. Miss Morris, whose appointment is announced above, is the first holder of this Fellowship.

CONTRIBUTORS IN THIS ISSUE.

The Editor congratulates himself on being able to present to the readers of the BULLETIN the two articles in this issue. Professor Froelicher is the head of the Department of Germanic Language and Literature, and Lecturer on Art Criticism in this institution, and Professor Lord is the head of the Department of History.

PHI BETA KAPPA ELECTIONS.

The following members of the present graduating class have been elected members of The Woman's College of Baltimore Chapter of Phi Beta Kappa:

Miss Mabel Lavina Backus.

Miss Josephine Mary Bartholomew.

Miss Mary E. Bosley.

Miss Ethel Nicholson Browne.

Miss Leva Burton Graff.

Miss Anna Sophie Weusthoff.



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12 MAY BULLETIN OF THE WOMAN'S COLLEGE

Memoranda of the Final Academic and Social Events of the Current Year.

May	5,	9.30 A. M.	Loch Raven	Dr. Metcalf entertains the Class of 1907.
"	11,	12.00 M.	Relay	Schiller-Kränzchen Maifahrt.
"	11,	7.00 P. M.		Juniors entertain Dr. and Mrs. Metcalf.
"	12,	12.30 P. M.		Sophomore May Fête for the Seniors.
"	12,	2.00 P. M.		Freshman Entertainment of the Juniors.
"	19,	9.00 A. M.		Bay Excursion of the Geological Society.
"	21,	9.00 A. M.	Goucher Hall	Senior Examinations begin.
"	24,	9.00 A. M.	Goucher Hall	Annual Examinations begin.
"	25,	6.00 P. M.	Goucher Hall	Juniors' Banquet to the Seniors.
"	26,	8.40 A. M.		Excursion to Annapolis.
"	28,	8.00 P. M.	Fensall Hall Court	Freshman Lantern Chain.
"	30,	7.30 P. M.		Pennsylvania Club Boating Party.
"	31,	8.00 P. M.	Goucher Hall	Southern Club Promenade Concert.
June	1,	2.00 P. M.	"Alto Dale"	President's Lawn Party.
"	2,	10.00 A. M.	Goucher Hall	Annual Meeting of the Phi Beta Kappa.
"	2,	1.00 P. M.	Goucher Hall	Reunion of the Class of 1903.
"	2,	6.00 P. M.	Mount Holly Inn	Gamma Phi Beta Sorority Banquet.
"	2,	6.00 P. M.	The Stafford	Delta Delta Delta Banquet.
"	2,	6.00 P. M.	The Rennert	Tau Kappa Pi Banquet.
"	2,	6.00 P. M.	Maryland Country Club	Pi Beta Phi Banquet.
"	2,	6.00 P. M.		Kappa Alpha Theta Banquet.
"	2,	6.00 P. M.	The Belvedere	Alpha Phi Banquet.
"	2,	7.00 P. M.		Delta Gamma Banquet.
"	3,	11.00 A. M.	First M. E. Church	Baccalaureate Sermon.
"	4,	10.00 A. M.	Chapel	Class Day Exercises.
"	4,	12.00 M.	Goucher Hall	Meeting of the Board of Trustees.
"	4,	1.00 P. M.	Goucher Hall	Reunion of the Class of 1905.
"	4,	2.00 P. M.	Mount Holly Inn	Reunion of the Class of 1901.
"	4,	6.00 P. M.	Goucher Hall	Reunion of the Class of 1896.
"	4,	7.00 P. M.	Goucher Hall	Planting of the Ivy.
"	4,	8.00 P. M.	Chapel	Concert by the Glee and Mandolin Clubs.
"	4,	9.30 P. M.	Goucher Hall	Senior Loving Cup Service.
"	5,	10.00 A. M.	Katharine Hooper Hall	Meeting of the Alumnae Association.
"	5,	4.00 P. M.	The Lyric	Conferring of Degrees.
"	5,	8.00 P. M.	Goucher Hall	Reception to the Graduating Class.

COLLEGE CALENDAR FOR APRIL.

April 11.—Interclass Gymnasium Contest.

April 16.—Lecture by Mr. E. C. Culver: "Through the Yellowstone."

April 17.—College Choir Concert.

April 20.—Joint Debate of the Literary Societies.

April 21.—Reception given by residents of Vingolf Hall.

April 24.—Lecture by Mr. Henry Oldys: "Songs of Birds."

Lecture by Mr. Nelson R. Wood: "The Language of Birds and Animals."

April 27.—County Fair given by Class of 1909.

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